



Welcoming the New Century

THE CHANCELLOR'S ANNUAL REPORT
1999-2000

Sherry H. Penney, Chancellor
University of Massachusetts Boston

UMass Boston Facts

- The University's 61 undergraduate majors and 51 graduate programs (including 9 doctoral programs) are administered by five colleges: the College of Arts and Sciences, the College of Management, the College of Nursing, the College of Public and Community Service, and the Graduate College of Education.
- 12,923 students enrolled for the fall 1999 semester: 9,811 undergraduates and 3,112 graduate students.
- 59% of these students were women, and 30% were people of color. 21% were 18-21 years of age, 42% were 22-29, and 37% were 30 or older.
- In June, 2000, 1,703 undergraduates and 794 graduate students joined the ranks of more than 61,000 UMass Boston alumni.
- An alumni survey indicates that 95% of UMass Boston students work at least 10 hours a week while pursuing a degree, and that 50% work 30 or more hours a week outside the University.
- Current full-time annual tuition and fees for Massachusetts residents total \$4,227 for undergraduates, and \$5,115 for graduate students.
- The University's operating budget in fiscal year 2000 was \$154.6 million.
- Launched in fall 1996, *UMass Boston First*, the University's first major campaign for private support, met its \$50 million goal a year early.
- On October 3, 2000, UMass Boston was proud to co-host, with the John F. Kennedy Library, the first presidential debate of 2000. The event brought unprecedented national prominence to the campus.

A Message from *the Chancellor*



It has been a great year for UMass Boston! In the following pages you'll find part of the story of that year—the story of a far-sighted community seeking, and finding, new ways of teaching, new uses for learning, and new connections to the people it serves. Among our achievements since my last annual report are earning Carnegie Foundation classification as a doctoral/research university, ending our first capital campaign on target and ahead of schedule, significantly strengthening our undergraduate curriculum, enjoying the most successful year of grants and contracts in our history, and, as you all know, gaining the world's regard as host of the first presidential debate of the 2000 campaign.

I am convinced that UMass Boston is well prepared to welcome the new century, and I want to share with you some thoughts about how we have reached that goal. Most of all, I want to recognize and honor the hard work and commitment of thousands of people—a brilliant faculty deeply engaged in both teaching and research, truly interesting and motivated students, a dedicated staff, and a remarkable family of loyal alumni and friends. Our emergence is truly a collaborative achievement.

UMass Boston's core strength has always been undergraduate teaching and learning of high quality. Over the years, we have worked to make our student body both as various and as capable as possible. Our students increasingly reflect the diversity of our surrounding community, and we have seen a steady increase in SATs for incoming freshmen—1001 in the fall of 1997, 1033 last year, and now 1046 this year. Their undergraduate experience is now enhanced by a newly revised General Education Program, which strengthens critical thinking skills and provides more experience in science, technology, and foreign languages. We have progressed on other fronts as well. In 1994, the College of Arts and Sciences Honors Program enrolled 65 students. Now an expanded university-wide Honors Program boasts nearly 150 students, and last year it included the uni-

versity's first two Fulbright undergraduate grant winners. This year, we launched a new chapter of the national freshman honor society, Alpha Lambda Delta.

We have also achieved steady growth at the graduate level. Our 1987 long-range plan called for us to establish doctoral programs in areas related to our urban mission. Eight programs have been added to the environmental sciences doctorate which existed then, beginning with clinical psychology in 1989, and then gerontology, public policy, the biology track within environmental sciences, higher education administration, leadership in urban schools, computer science, and nursing. From a handful of doctoral students, we have gone to well over 300. This growth was remarkable, especially since much of it occurred during times of severe fiscal distress. We could not have managed it without extraordinary efforts on the part of the faculty.

Those efforts were recognized when the Carnegie Foundation for the Advancement of Teaching reclassified us as a doctoral/research university earlier this year. Reaching this major milestone puts us in a whole new league and makes us eligible for new sources of grant funding. We will now be compared with similar institutions in national rankings and other listings.

We have also achieved a significant expansion of research centers and institutes in the last decade, adding the Mauricio Gastón Institute for Latino Community Development and Public Policy, the Center for Women in Politics and Public Policy, the Center for Social Policy, the Asian American Institute, and the Labor Resource Center. Like the doctoral programs, these organizations inform public policy and bring in outside funds, yet I emphasize especially their contribution to undergraduate education. They offer more opportunities for undergraduate research. They enable faculty to bring to their classes an increased awareness of the living edge of knowledge. And when students see research related to current political and economic issues, they realize that the University is a leader in its community and that they too can become leaders in what they do.

As our original mission statement observed, UMass Boston is both in the city and of the city. Naturally and appropriately, our faculty and students are working on public education, healthcare policy, economic development, crime and violence, the urban environment, and other topics central to the welfare of city residents. Three-quarters of our sponsored research dollars support work on urban issues. We were a principal founder of the Urban Collaborative network with area community colleges, now a national model. We sponsor the Forums for the 21st Century, engaging local leaders in discussions of public issues. We work closely with the Harbor School, Dorchester High School, and numerous other Boston schools.

We are also an essential part of the Commonwealth's blossoming technology economy. Our distinguished science and math faculty does important work with regional corporations. In the past four years alone, the number of our undergraduate science majors has increased by over 20%, and our overall science enrollment is up sharply, particularly in computer science (66%), earth and geographic science (31%), and biochemistry (29%).

The success of this education, research, and outreach activity in turn underlies the success of our fundraising. This year we saw the completion of our first-ever, \$50 million capital campaign one year early. Our endowment has grown over the last decade from \$4 million to cash and commitments totaling nearly \$24 million at the end of the fiscal year. Sponsored research has gone from \$7 million in 1988 to \$18.2 million. Now, with the Carnegie reclassification, that figure should increase substantially.

As I am sure many of you know, I will be leaving the Chancellor's Office this January to become the first Sherry H. Penney Professor of Leadership in our College of Management. During my twelve and a half years here, UMass Boston has changed in many ways. Our striving for excellence has remained a constant, but it has also led us to a growing and well-deserved prominence. I will always treasure my association with this community, which means so much to everyone who belongs to it. I am grateful for your countless contributions and for the opportunity to serve you. We can all look forward with pride to a splendid future for our university, the University of Massachusetts Boston.



The UMass Boston campus is filled with people who display eagerness for what lies ahead to a degree rarely found elsewhere. As students, teachers, and researchers, they are dedicated to preparing themselves and their work for the future. To do so, they are constantly making individual, independent choices—whether that means choosing a major, an area of research, a style of teaching, a career, or a path for activism. Yet the vitality of community here enriches each of those choices, as combinations of people and events encourage individuals to surpass expectations. Embracing the UMass Boston experience often leads them to discover the joy of expanding their views and ideas, or even taking an unplanned new direction. A student's volunteer job becomes an academic calling, a quiet retirement course becomes a full degree, and a dusty archive becomes a site of discovery. And UMass Boston, in turn, becomes a richer place with each of their accomplishments.

Jean MacCormack, formerly UMass Boston's deputy chancellor and vice chancellor for administration and finance, has been named interim chancellor at UMass Dartmouth. Her successor as vice chancellor is David MacKenzie, previously chief of staff for the Massachusetts Senate Ways and Means Committee and general counsel of the Massachusetts Health and Educational Facilities Authority.

Charles F. Cnudde, UMass Boston's new vice chancellor for academic affairs and provost, oversees the work of all the University's colleges and academic support programs. He previously served as dean of the College of Social Sciences at Florida State University.



Professor William Hagar with students in the UMass Boston greenhouse.

High-Tech Teaching With Traditional Encouragement

With the ability to make a subject come alive and the willingness to guide and encourage students at every level, a teacher can have a far-reaching influence on the lives of students. Biology Professor William Hagar, recipient of the Chancellor's Distinguished Teaching Award for 2000, is one of those teachers.

A former student remembers having neither plans nor a major as a freshman in 1985. Encountering Hagar's energetic teaching style and enthusiasm for his field engrossed the young student. "Without him, I know that I would not have traveled the same path," he writes. The student is now a physician finishing his residency at Brown University Medical School.

Hagar constantly adapts his teaching methods to include new approaches that he believes will stimulate students' interest in

science. While he still uses some traditional techniques, he has gradually incorporated video presentations and computer-assisted software and tutorial programs into his presentations. All of the software-based education modules are available on his Web site, and he has set up Internet chat rooms for his classes.

In addition to working with the Upward Bound Mathematics Science Initiative Program and the Urban Scholars Program, Hagar has received \$800,000 in National Science Foundation grants for training and supporting science teachers in the Boston area. He has published frequently—and has also invented an aquatic monitoring system, which won him the first patent awarded to a UMass Boston faculty member.

Finding Overlooked Contributions of African-Americans



Professor Julie Winch has recently lectured at the USS Constitution Museum.

History Professor Julie Winch has made great strides in creating a more complete picture of the role of African-Americans during the pre-Civil War North—an achievement that earned her the Chancellor's Distinguished Scholarship Award for the year 2000. As a leading authority on the African-American society, politics, and cultural development of that era, she has devoted much of her research to finding the forgotten writings and accomplishments of pre-Civil War African Americans and revealing them to contemporary readers and students.

Winch's searches through various archives in Philadelphia during her graduate school years sparked her interest in the field. "Even just some preliminary work in various

archives convinced me that the city had one of the largest free black communities in the nation in the period before the Civil War, and certainly one of the most socially diverse and sophisticated," she says. "Any talented and educated free person of color spent at least a brief period of time in the city. It was most definitely 'the place to be.'"

Winch's books include *Philadelphia's Black Elite: Activism, Accommodation, and the Struggle for Autonomy, 1787-1848*, and *James Forten, A Biography*. She has also edited and written extensive introductions for *The Colored Aristocracy of St. Louis* and *The Elite of Our People: Sketches of Black Upper-Class Life in Antebellum Philadelphia*.

Overcoming Obstacles to Healthcare

Nursing Professor Jacqueline Fawcett has been studying how much time women need to recover after childbirth, including resuming customary activities and taking on new childcare responsibilities. She believes this information is essential for framing our national discussion of maternal leave and childcare.

Charlie Titus, who has served as director of athletics since 1980, has been honored for his work with young people and community organizations by the National Consortium for Academics and Sports. He is the recipient of its Community Service and Outreach Award.

In her native China, Lin Zhan traveled over collapsing roads to save the lives of earthquake victims, flew by helicopter to remote villages to treat occupational injuries, and taught head-trauma care to rural doctors and nurses. Now, as a professor at UMass Boston's College of

Nursing, she focuses her efforts as a teacher, writer, and researcher on lowering the barriers that isolate minority and elderly populations.

In one of her major local efforts of the last few years, Zhan has expanded and energized UMass Boston's Malden outreach effort,

which ranges from providing free services to the homeless to training teen mothers in child lifesaving and aiding elderly shut-ins. Zhan and her students have worked to provide health services to many immigrant groups, especially Asians, Malden's largest ethnic group.

Zhan is continually struck by the ease with which people impose their own cultural assumptions on others. She believes that helping her students develop "cultural competence" will be part of the remedy. By including them in her effort to expand and energize UMass Boston's Malden outreach effort, begun in the 1980s, she helps them learn to avoid the misunderstandings that frequently prevent health care workers from communicating effectively with patients of other cultures. While some students feel uncomfortable in the community health setting at first, most adjust readily, learn valuable nursing skills, and discover more about cultural environments.



Professor Lin Zhan.

A Sparkling Beginning, Off the Ice

When Colin Ward arrived at the University in 1995, he left his life as a prize-winning competitive ice dancer behind and began a unique program of study that ended with awards of a different kind. The 2000 graduate won the university's highest honor, the John F. Kennedy Award, and received one of the first two Fulbright Scholarships ever awarded to UMass Boston students. "In Colin's great academic achievement and community service, we can see UMass Boston's mission fulfilled," says Chancellor Sherry H. Penney.

Ward's individual major, "A Social Analysis of the Built Environment," allowed him to explore the intersection of architecture, society, and psychology, and in 1997 he received the Honors Program's highest honor, the Spaethling Prize. He also presented his senior honors thesis, "Cultivating the Barbarian: The Role of the Public Park in Early Victorian Society," at the National Conference for Undergraduate Research.

But in spite of his success in his chosen academic major, he found his direction for the future through his volunteer position as an ESL (English as a Second Language) tutor at the University. His Fulbright research, to be undertaken in England, will focus on how non-native speakers are influenced by the culture and the material they are given to read as they begin to learn English. He also plans to pursue a master's degree at the University of London.

*JFK Award winner Colin Ward
with student Vasco Dossantos at
the Gawn School in South Boston.*



With 35 years of teaching and scholarship—first at Boston State College, then at UMass Boston—noted United Nations expert and Political Science Professor Robert Weiner led the honorees at Chancellor Sherry Penney's annual Years of Service Reception.

Professor Andres Torres, director of the Gastón Institute, had his 1998 book, *The Puerto Rican Movement: Voices from the Diaspora*, recognized with a 1999 Gustavus Myers Outstanding Book Award, given by the Gustavus Myers Center for the Study of Bigotry in North America at Boston University.

Two Department of Environmental, Coastal, and Ocean Sciences graduate students won the Walter B. Jones Memorial Award, for protecting and managing coastal areas—Daniel Hudgins, for his analysis of national "sea level rise" policy, and David Shull, for his research in benthic ecology, the study of bottom-dwelling marine life.

Retirement Redefined



CPCS graduate Lois Newsome.

Lois Newsome has long been an advocate for the elderly and infirm. But when she retired ten years ago—as director of medical staff credentialing services for Boston's Department of Health and Hospitals, staying on only as a part-time consultant—she decided to make it more official. In 1993, she began working toward UMass Boston's Frank J. Manning Certificate in Gerontology. After

earning that certificate, and the Advanced Certificate in Gerontology, she decided to complete her bachelor's degree in the College of Public and Community Service (CPCS).

"At UMass Boston, I learned how to interact with social service agencies, some of which I had been familiar with over the years," says Newsome, a member of Sigma Phi Omega, the national honor society in gerontology.

Newsome's retirement has been a time of rejuvenated purpose and sustained energy. Her efforts to improve life for elders have earned her the CPCS Community Service Award. An associate member of the National Association of Black Social Workers, she has petitioned the MBTA for better service, participated in her community crime watch program, and aided needy neighbors. As a member of the Goldenaires of Freedom House in Roxbury, she has also coordinated visits to nursing homes and taken part in intergenerational programs at two Dorchester schools—all this in addition to serving as a trustee of the Clarendon Hill Condominium Complex in Hyde Park.



Vice President Gore and Governor Bush square off in the Clark Athletic Center.

UMass Boston plays a critical and well-recognized role in its home city, but its reputation is also spreading well beyond the borders of Boston. The effects are already evident, inside and outside the classroom. When UMass Boston was chosen to co-host a presidential debate, that caught the country's eye—and when the University proved that it could manage its part in this major event with thorough professionalism, the future promised even greater benefits, in terms of interest from prospective students, school spirit, and increased external support.

Many UMass Boston researchers have recently gained national attention with their findings. Programs here are becoming increasingly well-known and influential. And international students are choosing UMass Boston in increasing numbers. Their presence adds a new layer of diversity to the University community—as does the presence of internationally recognized scholars and writers who are competing for opportunities to join that community.

This solid foundation of national and international recognition will continue to strengthen UMass Boston in the years to come.

A Presidential Glow

The national spotlight shone on UMass Boston when it was selected as the site of the first presidential debate between Vice President Al Gore and Texas Governor George W. Bush. The choice made history for UMass Boston, and the event was a first not only for the University but also for the whole Northeast.

Paul Kirk, chairman of the John F. Kennedy Library Foundation and co-chair of the Commission on Presidential debates, contacted Chancellor Sherry Penney in June 1999 to suggest that the library and the University might co-sponsor the event. Shortly afterward, the Commission on Presidential Debates visited the campus. In November, Senator Edward Kennedy and Boston Mayor Thomas Menino held a breakfast for corporate and civic leaders to raise the \$600,000 it would take to host the debate. By mid-December, more than \$540,000 had been raised.

In January, the commission announced that UMass Boston and the Kennedy Library had been chosen from a group of 12 finalists. Although many factors played into the University's selection, UMass Boston's successful hosting President Bill Clinton's 1997 visit gave it a competitive edge.

Still, the preparation for the debate took months. Some 900 guests and 1,600 journalists and media technicians had to be accommodated, not to mention representatives of the campaigns, the Secret Service, and the Commission on Presidential Debates. Ultimately, hundreds of UMass Boston faculty, staff, and students were involved in converting the Clark Athletic Center's gym and ice rink into a debate hall and a media center, communicating information, guiding visitors, and presenting debate-related educational events for students and the public.

Leading the Leaders

The Association of American Colleges and Universities has chosen UMass Boston to participate in a two-year project, "Boundaries and Borderlands III: The Search for Recognition and Community in America." The University is focusing on curriculum- and community-building for its newly-established Asian American Studies Program.

A two-day colloquium on adoption, organized by Philosophy Professor Janet Farrell Smith, drew a national audience of professionals who work with the political, medical, historical, ethical, and social issues of adoption. Experts from around the country discussed multicultural families, genetic testing, and the changing nature of adoption.

The University is one of three institutions chosen for the New England Universities Project XL—eXcellence and Leadership—a U.S. Environmental Protection Agency pilot program designed to increase recycling efforts in laboratories while testing new strategies for complying with environmental laws.

UMass Boston participants in the Latino Leadership Opportunity Program, which provides leadership policy training for undergraduate Latino students nationwide, reported at a Washington conference on aspects of the 2000 Census and how it affects Latinos in Massachusetts.

In *The Journal of the American Medical Association*, Floyd Fowler of UMass Boston's Center for Survey Research and his co-authors conclude that urologists recommend prostate surgery for prostate cancer while radiation oncologists recommend radiation, although clinical trials don't clearly show either procedure's superiority. The paper has drawn inquiries from such organizations as the Associated Press, the *New York Times*, and National Public Radio.

As Boston prepares to revitalize its waterfront and city leaders are searching for information and ideas, UMass Boston is at the forefront of the quest. The City to City Program: Boston's Leadership Exchange—sponsored by the University, the City of Boston, and the Greater Boston Chamber of Commerce—organized a trip to Barcelona for more than 50 Boston leaders, including several from the University. In Barcelona, the delegation saw firsthand how strong leadership and visionary planning can shape a city's future.

With its two partners, UMass Boston has planned an inter-city visit for government, business, and community leaders for each of the last five years. In an effort to strengthen collaborative leadership in Boston, the delegation of travelers seeks to learn from the opportunities, challenges, and leadership of other cities. City to City delegations have also traveled to Atlanta, Seattle, Belfast, and Dublin.

After the visit to Barcelona, the City to City Program decided to sponsor a waterfront development seminar in October 2000

in Boston. A team of four Barcelona architects, planners, and a port official participated in a public forum and a private seminar on lessons learned from the transformation of Barcelona's waterfront.



This year's City to City delegation visited Barcelona.

Learning About the Vietnamese Diaspora

Distinguished scholars and writers from around the world will come to campus next year through a new four-year fellowship program funded by the Rockefeller Foundation and administered by the William Joiner Center for the Study of War and Social Consequences at UMass Boston. "Project Diaspora: Study of the Vietnamese Overseas" is one of the most important programs to emerge from the continuing study of Vietnam, Vietnam-US relations, and the Vietnamese community abroad.

UMass Boston's selection as the site for Project Diaspora grows out of the unique place it already holds as a center for academic, research, and outreach programs in this area. Since 1982, the Joiner Center has sponsored courses, research, workshops, and public forums on the Vietnam War;

facilitated humanitarian, literary, and educational exchange programs with Vietnam; and earned high regard as a scholarly institution in Vietnam studies.

According to Nguyen Ba Chung, residency program director of Project Diaspora, some of the historically significant diasporas—Chinese, Japanese, South African, Jewish, and others—have been well studied. The Vietnamese diaspora, both before and after the Vietnamese-American war, has not. Now, 25 years later, he says, "there is enough distance to look at it objectively," and as he notes, in Vietnam as well as elsewhere, the diaspora and the questions it raises are "one of the bigger issues at the turn of the century."

U Mass Boston's commitment to finding more effective teaching methods has never been stronger. Faculty, staff, and administrators have brought countless improvements to the pedagogy employed both in University classrooms and in off-campus programs.

One innovation prepares aspiring teachers by putting them to work with veteran teachers in public school classrooms. Another program opens courses to talented high school students. At the curricular level, new general education requirements establish a common starting point for all beginning students, an especially important goal at a university that draws students from such varied backgrounds. And the newly-broadened continuing education division reaches out to working professionals, with the latest corporate training and distance learning techniques.

While the faculty's dedication to teaching is evident in efforts such as these, it is epitomized by wide participation in the Center for the Improvement of Teaching. This nationally recognized faculty group focuses on evaluating and advancing the quality of teaching throughout the University—a goal that all at UMass Boston can proudly support.

UMass Boston's Honors Program, which began in the College of Arts and Sciences and recently expanded to include undergraduates from throughout the University, enrolled some 150 students this year (up from 65 in 1994).

Some students resolve as early as middle school not to go to college. But UMass Boston, with the help of the federally-funded Gear Up program, is helping Boston's Gavin Middle School students to overcome obstacles that keep them from considering college. Gear Up provides academic support, mentoring, and encouragement.



A Foundation for Lifelong Achievement

A successful undergraduate career begins with a strong foundation. The University has designed a new general education program, implemented for the first time in the fall of 2000, to help incoming students develop the common learning goals, along with the knowledge and attitudes, they need in order to thrive at UMass Boston. The program has involved faculty throughout the University in reshaping curricula, developing new courses, and mastering new approaches to teaching.

Most students entering UMass Boston as freshmen must now complete courses in verbal reasoning and expression, critical analysis, and quantitative reasoning during their first year. Meeting the critical analysis requirement are nearly 30 First-Year Seminars, engaging new courses addressing such topics as "Justice and Money," "Privacy," and "Whiteness," which help students improve their academic capabilities through instruction and practice in small groups. Another course, in quantitative reasoning, focuses on real-world applications of college-level algebra and new technological tools.

Interdisciplinary theme- or problem-oriented Intermediate Seminars will be offered for second-year students and transfer students beginning next year. Designed in part as preparation for meeting the Writing Proficiency Requirement, these seminars will put special emphasis on critical reading, thinking, and writing. For transfer students, they will provide an appropriate transition to UMass Boston and a foundation for more advanced work.

Building the capacities addressed throughout the new general education program—capacities for critical reading and analysis, communication, logical and quantitative reasoning, information literacy, independent and collaborative learning, exploring principal approaches to knowledge, understanding human diversity, and learning in depth—will help students prepare not only for their studies at UMass Boston but also for lifelong achievement.

The Boston Writing Project celebrated its 20th anniversary in September 1999 with a conference, "Celebrate Our Visions and Revisions: Twenty Years of a Teaching Community." The project brings writing teachers from local schools and universities together to write, discuss writing, and engage in a critical dialogue as teachers of writing

Building a highly skilled workforce begins with programs like Camp Telecom. The three-week summer camp brought 26 high school students to UMass Boston in 1999 for courses on Java, computer animation, computer repair, and other technology topics. The Massachusetts Telecommunications Council, twelve secondary schools, and UMass Boston sponsored the pilot program.

A new educational partnership between UMass Boston and Cape Cod Community College responds to the need for registered professional nurses to obtain the baccalaureate degree. This upper-division program, offered for the first time in fall of 2000, prepares graduates as baccalaureate nurses with strong clinical backgrounds.

A Faculty Group at Work for Better Teaching

Just as students strive to learn and to improve their performance in the classroom, so do their UMass Boston professors. Well over 300 faculty members have now participated in faculty development seminars, workshops, and conferences offered by the faculty-run Center for the Improvement of Teaching (CIT), founded in 1983 to help academic specialists become successful instructors of students who differ widely in skills, schooling, and cultural background.

CIT's mission has grown over the years: it began its work in the College of Arts and Sciences, but in 1989 extended its activities to the University as a whole, emphasizing diversity and inclusion as keys to teaching and learning. In the early 1990s, CIT coordinated a group of faculty, students, and staff that won University-wide acceptance for a diversity curriculum requirement; now, to meet this requirement, students can choose from over 100 courses addressing such elements of diversity as race, class, gen-

der, age, disability, sexual orientation, and culture. CIT also took a giant step forward in 1996 with \$160,000 in Ford Foundation support for its Diversity Research Initiative, a project for teaching research skills to undergraduates by using the University as a site for inquiry into diversity issues.

Achievements like these have earned recognition from such organizations as the Association of American Colleges and Universities and the National Conference on Race and Ethnicity in Higher Education, but CIT shows no sign of resting on its laurels. It is now working to launch an organization of sixteen colleges and universities—the New England Center for Inclusive Teaching—that will reinforce individual and campus efforts to promote inclusive teaching, learning, and curriculum change.

Reaching Out

The start of the fall 2000 semester saw a newly expanded continuing education effort at UMass Boston—one that reaches farther beyond the confines of the main campus than ever before. The reconfigured Division of Corporate, Continuing, and Distance Education represents the University's commitment to serving more Greater Boston working professionals and to using distance learning technologies wherever possible.

"The curriculum innovations will result in increasing industry involvement, improving faculty development, upgrading equipment, employing distance technology, and partnering with other UMass campuses and other universities," says Dirk Messelaar, new dean of the division.

This outreach effort was designed to facilitate the creation of new credit courses, certificate programs, and non-credit training opportunities, all responding more directly to workforce development needs. And the program is already having an impact. Students on Martha's Vineyard and Nantucket Island are receiving televised courses; computer

courses are available at a new site on Summer Street in downtown Boston; the Boston campus is offering information technology certification courses for the first time; and the UMass I-495 Center for Professional Education in Westborough has new health-care courses. Bachelor's degree completion courses in nursing are available at Cape Cod Community College, and manufacturing courses are offered in conjunction with the Greater Boston Manufacturing Partnership.

Credit courses are also offered in Bedford (at Hanscom Air Force Base), Braintree, Charlestown (at Bunker Hill Community College), Copley Square in Boston, Hanover, South Easton, Wakefield, and Worcester.

"We are committed to becoming an indispensable resource for the continued economic development of the Commonwealth," Messelaar says.



A seven-foot 130-pound robot collecting balls from a playing field? The Rambots—a group of nine UMass Boston science and engineering students, 20 Boston College High School students, and seven UMass Boston staff and faculty members—built just that for FIRST, the world's largest robotics competition. They took regional honors and competed in the Florida finals.

The Labor Studies Program, once the only program of its kind in New England, marked its 20th anniversary in April. Today, the program offers a major and certificates, as well as labor extension training and research that advances economic justice for Massachusetts workers.

Renewable energy drew the attention of the UMass Boston community on Earth Day. After speakers at a brown bag lunch discussed connections between fossil fuel use and global warming, Juliet Schor, author of *The Overworked American*, lectured on the environmental impacts of increasing consumerism in America.

No required courses? No papers or tests? Not even instructors? The Life Enrichment Transition Studies program (LETS), launched this year, is quite different from others at UMass Boston, but thoroughly rewarding nonetheless. Designed for the over-50 set, LETS offers informal but academic four- to eight-week seminars led by facilitators—mostly retired faculty members.

"Awake," a Harbor Art Gallery exhibition by ten Boston-area artists, explored the intersection of contemporary art and Tibetan Buddhist tradition. The artists all either practiced Tibetan Buddhism or worked in styles with ties to Tibetan art.



Among the interns in UMass Boston's Teach Next Year program is Durochet Djoko, working here with students from Dorchester High.

Aspiring Teachers Learn on the Job

When Mary Gleason, an environmental consultant, began working with students at science centers, she loved the experience—and realized she needed to make a career change. "I would only see kids for two days at most," she says. "What I wanted was that continual relationship with a class."

She decided to leave her job and enter the Teach Next Year Program, a partnership between UMass Boston and Dorchester High School. The program places twelve aspiring teachers directly into classrooms for an intensive one-year teaching experience. They pursue their master's degrees during the same year, taking courses as a group at UMass Boston. A traditional master's degree requires two years of full-time study that includes one semester of student teaching. According to June Kuzmeskus, coordinator of the UMass Boston–Dorchester High partnership, there are very few similar programs in the nation, probably because of the impossibility of working even part-time while in a program

with such a strenuous schedule. In the case of Teach Next Year, support from the Trefler Foundation makes a critical difference by providing a \$10,000 stipend for each participant.

Matching veteran teachers with interns from the program gives aspiring teachers valuable experience and an essential mentoring resource. But it also benefits the classroom teachers. "One of the great surprises is how much the veteran teachers are learning from the interns," says Pam Hilton, a program director at Dorchester High. "I feel that we have had a true exchange of ideas. It really hasn't been a one-sided relationship."

A Look at College Through High School Eyes

History Professor Spencer DiScala, chosen to give the annual Stotsky Holocaust Presentation in March, discussed the role Italy played in protecting Jews in Italian-occupied zones of Europe during World War II and then showed a film on the topic, "The Righteous Enemy" by Joseph Rochlitz.

Judy Shepard, whose son Matthew was killed in October 1998 because of his sexual orientation, brought her message of tolerance to UMass Boston in March. She believes that hate language—that is, derogatory words and insults that are ethnically or sexually charged—allows hate crimes to flourish.

Sixteen undergraduates, majoring in a wide range of disciplines, presented their research at the National Conference on Undergraduate Research at the University of Montana at Missoula in April.

Aisha Banks thought she would feel uncomfortable when she enrolled in her first course at UMass Boston. After all, many of the students in English 101 were her mother's age, and she was used to being finished with school long before this 5:15 p.m. course began. "But I really participated," she says. "And everybody was cool by the end of the semester. I was never treated like a high school student."

Banks was still a junior in high school when she began participating in the Massachusetts Department of Education's Dual Enrollment Program, which provides funding for talented and motivated students to take one or more classes at any state

community college, four-year college, or university. More than 90 high school students registered for classes at UMass Boston in the fall of 1999—the most ever—as the program continued to grow. Since it began in 1984, the Dual Enrollment Program has provided more than 500 high school students with the chance to discover UMass Boston and challenge themselves academically.

The course she took "was much tougher than high school," says Banks, "but not as bad as I thought. It was demystifying."

A Think Tank for Student Ideas

As a young criminal law student at the State University of Georgia, Adrian K. Haugabrook felt he didn't have "a venue to discuss certain issues intelligently and learn from other people's perspectives." Now, as assistant dean of students, he has created a just such an opportunity for the students of UMass Boston.

The idea for the Beacon Think Tank stemmed from Haugabrook's undergraduate need for "civic engagement...that provides a haven for students to find their own position among such important issues as civil rights, gender equity, and issues of war."

A pilot version of the Beacon Think Tank was launched in January with ten students, two faculty members, Haugabrook, and a program coordinator from UMass Boston's New England Resource Center for Higher

Education, co-sponsor for the project. The group met regularly throughout the semester and provided the in-depth assessment and evaluation needed for the creation of a full-fledged think tank. Participants discussed a wide range of contemporary social issues—economic disparity and class issues, racism and racial profiling, and the culture of violence and media bias, just to name a few. By fall of 2000, there were about 30 undergraduate and graduate students in each of two think tank groups.

After the final session each semester, the groups will convene to reflect, assess, and evaluate the program and to develop a "thinking report," which will suggest programmatic, service-oriented, or policy implications from Beacon Think Tank discussions and projects. The reports will be published on the project's Website (<http://www.umb.edu/umb/btt/>) as well as presented in mini-conferences at least once during the academic year.



UMass Boston faculty and graduate students participate in a wide variety of research projects and educational programs. Their work earns high marks throughout the academic world—and it often has a direct impact on the wider community. The information from a study on women, for example, is effecting change at the local, national, and international levels. A study of mental disorders offers guidance for differentiating between types of criminal offenders. And an examination of demographics and job availability suggests preparations for an impending shift in the labor market.

The demand for learning with such practical applications as these has driven extraordinary growth at UMass Boston. In the past dozen years, the number of doctoral programs has grown from one to nine, and the number of doctoral students from a handful to well over 300. External research support has risen from \$7 million to over \$18 million. The creativity nourished by this support brings greater understanding of many issues to a wide audience—a critical part of the mission the University seeks to uphold.

A new graduate certificate program, "Adapting the Curriculum: Frameworks for All Learners," addresses the challenges educators face as they prepare students—including those with special needs—for the MCAS test.

James Green, professor in the College of Public and Community Service, tells the story of the labor movement—and ordinary people contributing to it in extraordinary ways—in his book *Taking History to Heart: The Power of the Past in Building Social Movements*, published in May.



Professor Paul Nestor.

Classifying Offenders to Encourage Proper Treatment

The link between mental disorders and violence has long captured the human imagination, with moral philosophers as eminent as Aristotle distinguishing "people of weak will who do wrong against their wishes and intentions from vicious people who do wrong contently and with conviction." In a recent article titled "Competence to Stand Trial: A Neuropsychological Inquiry," Psychology Professor Paul Nestor puts forth a descriptive classification system for mentally disordered offenders—the Aristotelian group that acts without criminal intention.

Previous studies have investigated the neurophysiological and psychophysiological components of psychoticism and psychopathy independently, but Nestor's research is unique in that it directly compares these conditions. He has developed four categories of mentally disordered offenders and is especially interested in distinguishing between the psychotic and psy-

chopathic offenders, the former (and smaller) group being the truly mentally ill.

"From the agitated street person to the erudite 'Unabomber,' the mentally disordered among us are too often unfairly portrayed and stigmatized as violent," he says. "Yet while more are indeed no more violent than the rest of society, a subset of mentally disordered persons do show elevated risk of criminal violence."

Nestor believes that understanding the relationship between the nature of the criminal act and the characteristics of the mental disorder can help to prevent violence. Such understanding can also help both courts and penal institutions better treat mentally disordered violent offenders, according to the nature of their disorders and offenses.



Listening to Women

What do women want? The Mass Action for Women Audit is finding out the right way—by asking them. The Audit, a grassroots organizing and participatory research project, has women across the state talking with each other about their concerns, hopes, and accomplishments.

The Audit's statewide Women's Resource Team and four regional Women's Action Committees will increase understanding of many problems and needs, according to Audit director Carol Hardy-Fanta. Its discoveries will be used to promote communication with policy-makers and elected officials, enhance public policy-making, and improve the status of women and girls in Massachusetts.

"We are poised to begin the new century and millennium with a commitment to working for and with women and girls," says Hardy-Fanta.

The Audit is a joint project of UMass Boston's Center for Women in Politics and Public Policy and Mass Action for Women, a statewide women's organization founded in response to the United Nations Fourth World Conference held in Beijing in 1995. The Audit's progress in bringing women together at the local level has been reported to the President's Interagency Council on Women in Washington, which is gathering information on all efforts nationwide since the Beijing conference. The Massachusetts project was featured at the "Women 2000: Beijing Plus 5" conference in February, and the information it gathers will also form the basis for the Commonwealth's report to the United Nations on its response to the Beijing "Platform for Action."

Older Workers Essential to Future Job Market

By 2010, 40 percent of Massachusetts residents holding—or needing—jobs will be over the age of 45. Whether looking for new employment due to layoffs, insufficient retirement income, or the end of years of homemaking, many of these people will lack the technological skills for the available jobs. Others will need training in writing resumes, interviewing, and using modern office equipment.

But although older workers may not be as prepared as employers would like, demographics will make them an important part of the workforce.

"It's not only in the employer's best interest to develop training programs for older workers, but the state's as well," says Economics Professor David Terkla, co-author of a report titled "Older Workers: An Essential Resource for Massachusetts," a research project sponsored by the Massachusetts Jobs Council's Blue Ribbon Commission on Older Workers. "If you project current ages into the future, you have plenty of teens in the workforce, but there's a gap in the 20s."

Terkla points out that manufacturing firms with few new jobs and workforces nearing retirement will have to hold onto existing workers or be able to replace them. Fast food and service industries that design jobs with a younger population's schedules and physical needs in mind may also suffer when the number of 20-somethings declines.

In light of Terkla's research, the Blue Ribbon Commission proposes that the Commonwealth help small businesses develop training pools from which workers can be hired. He believes that small business advocacy groups need to push for legislative action to counter the employment and economic problems the state's aging workforce will face in the coming years.

As chair of the Metropolitan Affairs Coalition, Chancellor Sherry Penney delivered the coalition's preliminary housing recommendations report in December at the Boston Citizens Seminar "A Housing Crisis: Competing in the 21st Century." The report called for increased resources, a strategic housing plan, more housing stock, and more affordable prices.

The first UMass Boston *Bulletin of Research and Scholarship*, published in 1999, catalogs the scholarly pursuits of faculty, research staff, and graduate students and describes many major projects in detail.

A new American frontier, a laboratory for ecological experimentation, a site for Utopia—Mars has played many roles in the human imagination. The National Endowment for the Humanities has awarded English Professor Robert Crossley \$24,000 to research and write a book on the ways the red planet has informed fiction.

Reaching out to others can be among the most fortifying of experiences, and the UMass Boston community and its friends, both near and far, have long benefited from countless interactions.

This year brought to fruition new relationships that add to that tradition. A partnership with Senegal to bring a U.S. model of education to that country, for example, will involve intercontinental exchanges—some of which will be in-person, some via video-conference. Closer to home, the Boston Folk Festival chose our campus as the site of its second annual day-long concert event, in part because of our radio station's status as a folk-music leader. The Forum for the 21st Century continued to engage diverse participants and audiences in critical civic issues. And a characteristic partnership between the University and Boston Medical Center began to bring UMass Boston resources, including on-site courses, to hospital employees.

Although these undertakings produce immediate rewards, the friendships they nourish will continue to grow with the ongoing exchanges of ideas they will foster at UMass Boston and beyond.

UMass Boston and Boston Medical Center formed a new partnership to provide hospital employees with greater access to University resources. Continuing Education and College of Nursing programs are offered on-site, as are informational seminars, transitional programs, and advising services.

A traveling replica of the Vietnam Veterans Memorial stood on the UMass Boston soccer field for a week in August 1999, attracting numerous visitors and serving as the occasion for a ceremony of remembrance. It was the moving wall's first-ever visit to Boston.



Eileen Ivers performs at the Boston Folk Festival.

Folk Festivities

More than 100 performers made the UMass Boston campus their stage for the second annual Boston Folk Festival in September. While the inaugural festival was held over two days at several different Boston sites, organizers wanted to have a central location for the 1999 one-day event—and the home of WUMB 91.9 FM seemed a logical choice. Not only is Boston the folk capital of the world, but WUMB could be called its current head of state. The UMass Boston station devotes about two-thirds of its programming to folk music, and it hosts and supports many folk performances and programs throughout the year.

When it comes to promoting the genre, WUMB is usually in the lead. In 1996, the station hosted a "folk town meeting" to

discuss promoting folk music in the area. Out of that meeting grew the idea for the Boston Folk Festival. "It was ridiculous for Boston not to have a festival," says Pat Monteith, WUMB general manager.

While the first festival received a grant from the Massachusetts Cultural Council, the 1999 event received far less outside assistance, paving the way for the Folk Festival to become entirely self-sufficient in 2000. The 1999 show featured renowned Irish fiddler Eileen Ivers and the Riverdance dancers, as well as Stacey Earle, Eddie from Ohio, and Richard Shindell. Thousands of visitors attended throughout the day.

A Partnership in Senegal

WUMB 91.9 FM re-launched *Commonwealth Journal*, a radio show that was canceled in 1992 after five successful years when its federal funding was cut. The weekly program focuses on a variety of local and national cultural, social, and political topics, all from a Massachusetts perspective.

After completing a rigorous review process, UMass Boston's Minority Business Assistance Center, which helps local businesses with practical information and strategic advice, has been certified for three years by the Association of Small Business Development Centers.

Stephen Tang holds degrees from Yale, MIT, and Harvard Medical School, but he is best known as co-founder and abiding board member of Chinatown's South Cove Community Health Center. He received the Robert H. Quinn Award for Community Leadership at the UMass Boston Community Breakfast in March.

Access 2000, a two-day conference on the intersection of media, technology, and community access, brought nearly 200 individuals to UMass Boston in March.

Participants included public television access groups, community and labor organizations, town officials, and members of the high-technology community.

The McCormack Institute has launched a partnership with the Université Gaston Berger de Saint-Louis in Senegal, thanks to a two-year, \$100,000 grant from the United States Agency for International Development. This highly competitive grant will help Gaston Berger to offer instruction and conduct research in political science, the needs of local government, and business law, as well as to promote economic development in surrounding communities.

The partnership will present Gaston Berger with an American educational model to compare with the French system presently in use. To accomplish the goals of the grant, there will be faculty exchanges, workshops and site visits, networking and outreach programs, and fund-raising—with the ultimate goal of creating an African-based public policy research center.

Goals for the 21st Century

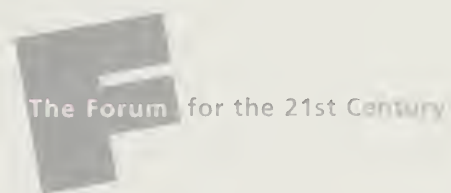
Karilyn Crockett would like to see a more inclusive climate in Boston, "so that everyone can feel at home." As co-founder and director of Multicultural Youth Tour of What's Now (MYTOWN), she is attempting to build that connection by hiring young people to research individual families' historical roots in the city. Others are taking different approaches to solving the challenges and concerns facing Boston and its youth, but all viewpoints found an audience during the 14th Forum for the 21st Century, held at State Street Bank in February.

The Forum, sponsored by UMass Boston, conducts events in collaboration with local universities and civic organizations to focus public discourse on the social and economic development challenges facing Boston today and in the years to come. The Forum seeks to shape debate that

Three UMass Boston representatives have already traveled to Gaston Berger for an assessment of the project: Edmund Beard, director of the McCormack Institute and principal investigator for the project; Jemadari Kamara, chair of the Africana Studies Department; and Margery O'Donnell, administrator for the McCormack Institute's Center for Democracy and Development. Videoconferencing will expand the breadth of participation by allowing students and faculty in Boston to interact directly with their counterparts in Africa.

respects divergent points of view and furthers social and economic progress in Boston.

At another Forum, held in December, speakers from various local financial institutions offered their perspectives on the potential impact of recent mergers and takeovers in both the for-profit and non-profit sectors of Boston.





A preview of the Campus Center.

As the 21st century begins, UMass Boston is in the midst of a makeover that will give it a vastly different look, thanks to years of planning and persistence. To begin with, the University is catching up with basic maintenance, such as fixing skylights and electrical equipment, thanks to increased funding. Improvements made in the last year, and to be made in the near future, address continuing concerns from faulty masonry on the Healey Library façade to deteriorating auditorium facilities. More ambitious undertakings can be just as critical for a successful university. Two new, state-of-the-art computer labs and a “green chemistry” lab will now offer significant resources for students, while the expanding Arts on the Point sculpture park creates an outdoor environment that reflects the innovative, creative thought taking place inside. Particularly important is the long-anticipated new Campus Center, which this year moved significantly closer to becoming a reality. Investing in these changes helps UMass Boston’s physical plant begin to match its growing local and national reputation.

The New Campus Center: A Warm Welcome

With an abundance of bright, open space, UMass Boston’s new Campus Center will generate a greater awareness of community among students, faculty, staff, and visitors. It will serve as the welcoming main entrance to the University, giving everyone who passes through it and makes use of its facilities a sense of UMass Boston as an academic and institution and a resource for its city and region.

Plans for the new building, designed by Kallmann McKinnell & Wood Architects, were completed in fall 2000 after thorough consultation and consideration within the University. A contractor is to be selected early in 2001. The 331,000 gross-square-foot building, which will overlook

Dorchester Bay on the east side of the campus, will include large pleasant spaces for a variety of University functions, as well as parking areas.

As the gateway to UMass Boston, the Campus Center will reflect the institution’s founding principles of access, diversity, and excellence. In addition to encouraging faculty, staff, student, and community interaction, the building will provide a centralized location for student activities, more effective delivery of academic and administrative services, ample conference space, and relief from current crowding in other buildings. By locating student and academic support services at its front door, the University will reinforce its commitment to serving students.

Investing in Facilities

UMass Boston's growing sculpture park, Arts on the Point, now has a presence on the Web (www.artsonthepoint.com), thanks to two students—Theresa Hadley and Suthir Shanmugasundaram—who worked together to create it.

Classes and audiences for public events in Wheatley Hall's Snowden Auditorum are now appreciating renovations that include upgraded lighting, new media equipment, repairs of the stage, refinished floors, new carpeting, and reupholstered seats.

Professor John Warner's Green Chemistry Laboratory for Education and Research in Sustainability Innovation was complete for fall 2000 classes. "Green chemistry" seeks to incorporate environmental and toxicological awareness at the design phase of a synthetic process, avoiding problems of cleanup, containment, and waste disposal.

A new Center for Library Instruction has opened on Healey Library, offering a hands-on interactive environment for training students to locate, evaluate, and use information. The students will make use of the Internet, wireless technology, and DVD and videotapes.

The year brought a wide range of welcome repairs and renovations to the campus, in many cases addressing long-term problems. Most visibly, the outer surface of the Healey Library has been replaced. For years, walkers on the plaza have been kept away from the library building because of the possibility of falling bricks, but thanks to support from state funds the new masonry was in place when this report went to print.

Other projects—a new busway connecting to the Quinn Administration Building, an improved air quality system in McCormack and Healey, and roof and skylight repairs in Wheatley—were also carried out with money from the Higher Education Capital Bill, supplemental state funding, and state loans. The renovation of the locker room in the Clark Center, as required by Title IX regulations governing equal facilities for male and female athletes, is ongoing. The state also funded repair of the seawall promenade near the Kennedy Library, reinforcement of parking garage columns, and replacement of doors to comply with the Americans with Disabilities Act.

Other projects, smaller in scale, were paid for through University grants, departmental funds, or repair accounts. For example, the Career Resource Library was

moved to the Ryan Lounge and new offices were built in the Quinn Building. Not as noticeable, but vitally important, was the repair of McCormack Hall transformers damaged in a fire in the spring of 1998. University funds also provided for laboratory renovations for the Chemistry, Computing Services, and Psychology Departments and other departmental office alterations—as well as new study areas and the reactivation of safety and security cameras in the library.



Networked for Success

Serving students in distinct categories—those enhancing information technology career skills and those beginning undergraduate careers—two new computer labs have been created on the third floor of McCormack Hall. Boasting seventeen Pentium III Dell 9.6-gigabyte PCs, each running Windows NT4 Servicepack 4, with a Dell PowerEdge 2300 server, the Division of Corporate, Continuing, and Distance Education's new lab supports such classes as "Network Essentials," "Creating Webpages with Macromedia Dreamweaver," "Developing Web Pages with Frontpage 2000," and "Webpage Design." The workstations are all connected to the World Wide Web and the UMass Boston network. "Our objective was to quickly bring to the public

a list of topics responsive to current workplace needs," says Jack Hughes, the division's director of professional training programs.

Down the hallway is a similarly well-equipped "smart classroom," the result of smart thinking by Vice Provost Patricia Davidson, who realized that facilities made possible by a Board of Higher Education grant for board-mandated entry testing could also serve twenty sections of UMass Boston's new quantitative reasoning general education course each year. The computers in this classroom will enable students to visualize and manipulate complex data in ways that are impossible with simple chalkboard teaching.

The Fiscal Year in Brief

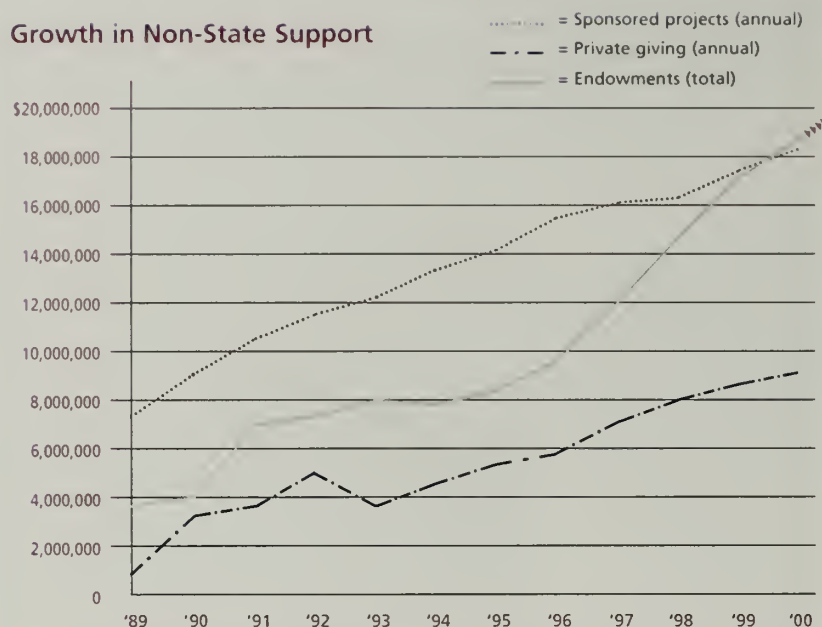
UMass Boston's 1999-2000 operating revenue totaled \$159,159,446, a healthy 7.6 percent increase over 1998-1999. State support for general operations rose 4.9 percent to \$79.1 million, or 49.7 percent of total operating funds; 79 percent of this increase supported collective bargaining pay raises. Additional state appropriations of \$2.4 million specifically for library resources, student support, faculty development, and other initiatives rose 140% above 1998-1999 levels.

This year, the Board of Trustees directed all University of Massachusetts campuses to make an ongoing commitment to reaching several annual financial ratio targets. We are pleased to report that UMass Boston bettered each of these targets in 1999-2000. We are also pleased with the steady growth of funding for our sponsored projects (\$18.2 million

this year), and with the rise of our endowment to \$23.8 million in cash and commitments as of June 30, 2000.

We know that challenges lie ahead. We are intensifying our effort to deploy PeopleSoft administrative and financial systems, anticipating important efficiencies and cost savings. And we are embarking upon an ambitious ten-year capital plan that will include construction of the Campus Center, a post-Campus-Center space retrofit, and a campus-wide energy conservation project. These initiatives, together with the always-foremost challenge to strengthen academic programs and research activities, will require significant resources. We are confident, however, that we will successfully meet these and other challenges during the coming years.

Growth in Non-State Support



» With commitments added, the total endowment on June 30, 2000, was \$23.8 million.

A \$663,000 grant from the U.S. Department of Education will support a new Program in Leadership in Special Education and Disability Policy. Three UMass Boston programs will jointly administer the grant: the Leadership in Urban Schools Doctoral Program, the Public Policy Doctoral Program, and the Institute for Community Inclusion.

The National Science Foundation has awarded Biology Professor Joseph Gindhart \$300,000 to support his project "Mechanisms of Kinesin-Cargo Interactions in *Drosophila* Menangaster."

A three-year, \$150,000 grant will help UMass Boston's Coalition for Asian Pacific American Youth (CAPAY) build leadership capacities among young adult Asian Pacific Americans. CAPAY was one of eleven grant recipients, chosen from over 100 applicants.



A gift of \$850,000 from an anonymous long-time contributor, together with an additional \$650,000 from the Commonwealth's Endowed Chair Matching Program, has established the University's third endowed chair, the Sherry H. Penney Professorship in Leadership in the College of Management. The \$1.5 million endowment will support research on collaborative leadership, with an emphasis on leadership development for women and members of minority groups. Sherry H. Penney has been named the first holder of the professorship.

The Andrew Fiske Memorial Center for Archaeological Research has been established with a \$667,000 gift from Mrs. Alice Fiske and \$333,000 in state matching funds. The center will both aid research and benefit graduate and undergraduate students pursuing degrees in historical archaeology and anthropology.

Berkeley W. Cue '69, vice president of research at Pfizer Inc., has pledged \$100,000 to establish the Dr. Berkeley W. Cue Endowed Scholarship Fund in Chemistry. The endowment, which will be matched with \$100,000 by Pfizer, Inc., will fund an annual award to one or more chemistry or biochemistry majors. Cue established the scholarship to enable UMass Boston "to continue graduating outstanding scientists."

UMass Boston First

In October 1996 we launched the \$50 million, five-year *UMass Boston First* Campaign to advance the University beyond the boundaries of state legislative support and provide permanent resources needed by public universities of the first rank. As of June 30, 2000, the campaign total was \$42.3 million, and as this report went to press it reached the \$50 million mark. Thanks to the generosity of thousands of donors, we will finish a year early. We particularly emphasized building endowment funds. Now, with our substantially increased endowment, we can begin to plan with confidence, knowing that resources will be available to support our most important projects.

The \$50 million *UMass Boston First* Campaign has provided:

- A three-fold increase in endowment from \$8 million to nearly \$24 million in cash and commitments at the end of the fiscal year.
- Five new endowed professorships including a visiting professorship. These will be valuable tools for recruiting and retaining a superior faculty while securing the strength, scale, and scope of our academic programs.
- Endowed support for worthy graduate and undergraduate students. Scholarships that recognize need, ability, and promise are not charity but an investment in quality.
- Endowed support to provide competitive grants to faculty at crucial junctures in their careers and support innovative research and teaching.

Endowment gifts have a permanent impact. Whether supporting scholarships, research, new programs, or space and building renovation, they ensure that funding for UMass Boston will remain stable long into the future.



Moving Forward

As UMass Boston moves into the 21st century, it is clearly prepared to maintain the level of success it has achieved. It is also well-equipped to make strides toward even greater accomplishments. The combined effort of faculty, staff, students, and administrators has created a campus on which teaching, learning, and friendship entwine to create an ever-growing community. Yet the University has much to gain from its efforts to reach out to local, national, and international partners—the benefits UMass Boston brings to those friends are returned in equal measure. By building excellent undergraduate and graduate programs, a dedicated teaching staff, innovative research projects, and resourceful community outreach efforts, the University has been able to ensure its place as an important educational leader in the Boston area and far beyond.



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UMass Boston is part of the University of
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